

# THE B. Y. A. STUDENT.

"SELF EFFORT EDUCATES."

VOL. 1.

PROVO CITY, UTAH, TUESDAY, MARCH 24, 1891.

NUMBER 9.

## AMY BROWN.

It was on the 7th day of February, 1872, in Pleasant Grove, Utah, that the subject of this sketch was born. Her parents, John and Margarette Brown, were very desirous that their children should be properly educated, consequently Amy was placed in school when quite young, where she learned very rapidly. She received a certificate from the District School of Pleasant Grove, and entered the Normal department of the B. Y. Academy at the beginning of the Thirteenth Academic year.

In the spring of 1890, she graduated with high honors. Her natural abilities as a teacher were soon discovered and she was accordingly engaged as teacher of the Primary Department of the B. Y. Academy at the beginning of the present school year.

In addition to her labors in this capacity the position, which Mrs. Foote as matron and teacher of Fancy work made vacant by her resignation, was given to Miss Brown.

To the cause of education, and especially to the proper training of the younger children, Miss Brown is zealously devoted.

## WINTER.

After young Spring, robed in her mantle of green, Summer with her fruits and flowers, golden Autumn showing his leaves of yellow and brown, have faded and gone, old Winter with his aged locks, and coat of snow makes his appearance. At first he comes over the mountain tops capping the highest peaks; traveling farther, he nips the leaves and covers the trees with frosty diamonds. At his icy touch every thing is changed; the waters are frozen, and again as he stretches forth his cold hand, instead of the golden and brown mantle, one of spotless white is to be seen. Where 'ere he goes he leaves his track.

What is a grander, a more sublime sight, than that of a Winter's morning? The sun peeps over the white mountain tops; the crust glissens, as though sprinkled with diamonds; the ground is carpeted with snow, and the lake is a sea of glass lying far beyond the city.

Winter comprises three months. December! Silently the month advances. It realizes that one more year is drawing to a close. A solemn stillness pervades the air; the insects are dead, the birds have flown to warmer climes, and the leaves have perished.

January! So God has wiped out the past, so He has spread the earth like an unwritten page for a new year. The earth is tranquil, the emblem of purity and newness, and the virgin in robes of the yet unstained year is seen.

February! As the month nears and the silent work begins, although the storms rage, it is felt that 'ere long the sun will pour forth his welcome rays. He, as yet, is not seen in the heavens, but we know that words of cheerfulness are whispered unto every sleeping seed and root which lie beneath the snow.

L. D. Grammar C.

## ATTENTION.

One of the most important intellectual powers the teacher can ever develop in his pupils is the power of giving close and persistent attention to one thing, either to an object of investigation or a subject of thought. He can best help to promote concentration by securing right conditions, and preventing distracting influence. Even grown-up men will find their minds wandering from a sermon if a baby speaks in a congregation, and every eye will turn from the preacher's face to follow the flight of a bird or a butterfly that has come in through the open church-window. It is much easier to distract a young mind than an old one. The young mind is volatile any way and disposed to wander. So far as possible, it should be trained to attend to one thing by having only one thing to which to give attention. Allurements to the young ears, and especially the young eyes, should be removed, that the young mind may be appealed to by but one thing at a time. The length of time such condensation of attention should continue will depend on the age of the child. At first it should be a very short period. With proper focussing of the mind, its power is increased and its rate of investigation and reasoning greatly accelerated, so that long-continued study need not be essential.

Hughes.

## QUALIFICATIONS OF A TEACHER.

A teacher should be a lover of children, should be able to enter into their feelings with his whole heart and soul. He should understand the laws of mental growth and development. How often do we see so-called teachers vainly endeavoring to cultivate the faculties of the child without even knowing what those faculties are, to say nothing of the laws of their growth! The idea advanced by Comenius and afterwards by Pestalozzi that a teacher need only follow certain methods laid down by them and the desired cultivation in the child would be produced is erroneous. Though little can be done without method and plan, yet a teacher should be independent of both. He must be able to teach intelligently, not empirically, and this can be done only by a thorough and systematic study

of child nature and mental development. This study should be done by reading works on psychology, and also by personal observation.

A good teacher impresses his own nature upon the child, as did Fenelon upon the prince, reserving however the child's individuality. A teacher should therefore, be moral to teach morality, religious to teach reverence, honest to teach honesty, orderly to teach order, truthful to teach truthfulness, and studious to teach habits of study.—Prof. Cluff, *Instructions to the Normals*.

ATTENTION.—In the uneducated and badly educated it is more or less wanting. Attention is acquired only by severe mental discipline. The mind, while it is the most active agent with which we are acquainted, is also one of the laziest. Not lazy through idleness, but because it shirks. It loves to remember, for remembering is not work. It loves to form phantasms, for phantasy is sport, day-dreaming is pleasant. It loves reverie. It does not love to think, for thinking is work. Whoever has taught children and observed their ways closely has a thousand proofs of this. Place a spelling-book in the hands of a little boy and watch him. Nine times out of ten he will try to learn his task by going over it a great many times. The mind is shirking, for the *mind* does not work that way. It is his mental effort to get the lesson *without* fixing his whole attention. He is trying to substitute a great deal of mechanical repetition for a little hearty mental labor. The whole power of his mind is never absorbed in his task. When the mind is fully at work, when the whole power of attention is aroused, it always *does one thing at a time*. This is a foundation or beginning principle in education. Much novel reading is mental shirking.—Baldwin.

"I hold the teacher's position second to none. The Christian teacher of a band of children combines the office of the preacher and the parent, and has more to do in shaping the mind and morals of the community than preacher and parent united.

The teacher who spends six hours a day with my child, spends three times as many hours as I do, and twenty fold more time than my pastor does. I have no words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christianity. A teacher should be the strongest and most angelic man that breathes. No man living can do so much to set human life to a noble tune."—J. G. Holland.



## THE B. Y. A. STUDENT.

Published weekly by the students of  
the B. Y. Academy.

W. M. McKENDRICK, - Editor.  
R. R. LYMAN, - Business Manager

Subscription to the end of the  
school year 75 cents.,

### RECOMMENDATION.

PROVO CITY, January 22, 1891.

It gives me pleasure that I can comply with the solicitation of the manager of the "B. Y. A. STUDENT," and endorse this literary enterprise as a means of friendly communication between the students of our educational institutions, and as such recommend it to their kind consideration and support.

DR. KARL G. MAESER,  
Gen. Supt.

Great thinkers are awakening to the necessity of a religious training being given in schools in connection with the intellectual and physical trainings now given. No less a person than President Eliot of Harvard advocates the great importance and even absolute necessity of students receiving a Theological training. The grave fact that the infidelic methods of teaching now in vogue are bringing disaster to the moral condition of the masses stares all serious thinkers sternly in the face. Crime and abominations are sweeping over the land with incredible rapidity, and it is due to the lack of educating the man completely. Man is endowed with religious sentiments, as well as with moral and intellectual; and if the education of the one is neglected, the being becomes dwarfed in that particular.

Conscience is man's moral impulse, and religion—the study of God and his principles—is the food upon which conscience feeds. Now if the food source is dried up, conscience has little to keep it alive, and hence it is of paramount importance that religious training be given.

"Why not leave the religious instruction to the Churches and Sunday schools?" some will ask. We can answer no better than by giving the words of our own great Horace Mann: "One right former is worth a thousand re-formers." Luther said he would be a teacher if he were not a preacher. The thought of both of these noble men was that the teacher is a former and the preacher is a reformer. Why not form the being to be educated rightly in the first place, by giving him a complete education, mentally, morally,

and religiously? It is much better to form rightly than to labor at reforming.

"How may the teacher become a right former?" How shall he teach "so that his work shall be the least likely to need reforming?"

These are serious questions that are agitating the minds of great educators and statesmen, and they can be answered most effectually by saying: Educate the religious nature of man in connection with the instruction he already receives, and give that religious training in the schools.

Horace Mann knew how hard it was to reform a person after he had been once formed. Luther states "it is hard to make old dogs obedient," and it that is much easier to train up "young trees." The Academy supplies this much felt want. Here we teach Theology, and the beneficial results are manifested in 99 per cent of the students who leave this school.

They are honored and respected citizens, true friends, and conscientious men and women.

A Normal Training School as explained by Prof. Cluff in Senior Theory last week is just such a school as Utah now needs. It is true that in many of the Church Academies as well as in the University of Deseret instructions are given in the Theory of Education, but in none of these is that practice given which a teacher needs before entering upon the responsible duties of school-room work. If, therefore, a school could be established where the practice as well as the theory of education should be given, where, under the supervision of an experienced teacher, the students should get out their plans and programs, and carry on their school work as teachers from the opening to the closing exercises a want would be filled, and such a training school would immediately become popular.

In well regulated Training Schools, the Academic instructions cease at 12 m. or at 1 o'clock p.m. Pupils from the district schools of all grades then come in and form in the different rooms into schools of ten or twenty pupils each. Over these schools or classes the Senior Normals are appointed to preside. They make out their plans, programmes, etc., and conduct their schools, teaching the whole curriculum of studies in short recitations. The Professor in charge oversees the work, criticises the young teachers and directs them in their school discipline. After such a training for ten or twenty weeks, a normal, otherwise prepared, would enter his regular school work with considerable confidence.

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## NORMAL ITEMS.

[O. W. Audelin.]

The Senior class meets this evening at 7 o'clock.

We recommend that teachers read Radestock's Habit in Education.

Prof. Giles has commenced giving the Normals a ten weeks' course in vocal music.

Prof. Cluff held an "extra session" of the Normal classes and the Psychology class last Wednesday evening.

During the last few days, the Seniors have been required to address the class five or ten minutes on some educational topic.

The Post Graduates will finish Philosophy in a few days, when Tate's Psychology will be studied. Review from the beginning has already begun.

A good house without good teachers cannot make a school, neither can a good teacher without a good house, but the two combined will produce the desired result.

As a review, the members of Psychology have written essays on the various subjects treated. This broadens their views and is an excellent mental drill.

"Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature."

In speaking of the course in Pedagogy, Prof. Cluff said he would like some of the ladies to study for a Bachelor's degree and teach twenty or thirty years. Most of the gentlemen bachelors get that degree without either studying or teaching.

Dr. Maeser wants some of the Normals to pursue the Pedagogy course with a view of occupying a Chair of Pedagogy in some of the Church Schools. Prof. Cluff has already spoken to some of the students about this course, and these expressed their desire to qualify in that branch.

The following is one of Rousseau's pedagogical principles: "If he (the child) does not believe you good, he will soon be bad; if he believes you weak, he will soon be stubborn. It is of great importance that you at once consent to what you do not intend to refuse him. Do not refuse often, but never revoke a refusal."

"The most perilous interval of human life is that between birth and the age of twelve years. At that time errors and vices take root without our having any means of destroying them; and when the instrument is found, the time for uprooting them is past. If children could spring at one bound from the mother's breast to the age of reason, the education given them now-a-days would be suitable; but in the due order of nature they need one entirely different."—Rousseau.

Prof. Cluff has received a notification from the First Presidency of the Church to occupy the Chair of Pedagogy in the L. D. S. College, preparatory to occupying a similar position in the Church University, shortly to be built.

## LOCALS, GENERAL.

The Academic Theology class will have a review in church history next week.

The class in chemistry is considering the precious metals, analysing coins etc.

Plans and specifications of the New Academy Building will be ready this week.

The subject of Latent and Specific heat is under consideration in the Physics class.

A very pleasing program was carried out before a crowded house, at the Poly-sophical Society, Friday evening last.

Miss Maeser reports the Music Department as making better progress since the concert excursions have been abandoned.

Students and citizens of Provo should not forget that our Missionary meeting is held every Sunday at 10:30 o'clock A. M.

We are pleased to report that the Ladies department is still prospering—the girls seem to be anxious to become efficient in this necessary branch.

The bank, under the management of John & Haymond, is doing considerable business, while Martin & Beckstead find all they possibly can do in the "Emporium."

The Scientific Dept. we thanks to Mr. T. E. Daniels, (Provo's Electrician) for kindly presenting the institution with a Lalande battery and a telegraphic key and sounder.

It is a pleasure to see the little ones of the Primary Department diligently seeking for knowledge, "The love to do that which is pleasant and right" is the expression they wear.

The Court of Academy City is quite busy. One person was tried Wednesday evening but he will appeal his case; another gentleman was proved guilty of larceny, Thursday.

Practical Arithmetic A. has completed its course, and is now intending to spend the following weeks in review, with different members of the class acting as instructor each week.

Another small work from the pen of Prof. J. B. Keeler has just issued from the press. It is a genealogical record of the Keeler family. The pamphlet contains upward of eight hundred names, and is a very creditable work of its kind.

The B. Y. A. Business College is now a fact, it having been formally established last week. The equipments are fine, and the students are delighted. The new imitation rose-wood desks with drawers and Yale locks are just the thing. New college currency has been obtained from the East. A Bank has also been opened, bill-heads, statements, checks, notes, drafts, etc., have been obtained for the use of the class so that now the work is made as practical as it can be in a college. And under the direction of Prof. Keeler, there is no reason why the College should not become very popular.

### VISITORS.

Miss Caldwell, Tooele. Annie Abbey, Pleasant Grove.

## PERSONALS.

Dr. Maeser was present last Friday.

Irena Mendenhall entered the Normal Department. Sennie Olson, John Gibson Intermediate Department.

Prof. Cluff went to the city last Monday week to make arrangements for a cut of the front elevation of the New Academy Building.

President Smoot and H. H. Cluff, Dr. Maeser and Prof Cluff went to Salt Lake City to-day on important business connected with the Academy.

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